

Hitting moving targets in OA advocacy

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#OpenConCam2017

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Today

- Identifying potential target audiences
- Where is the greatest bang for buck?
- Mapping stakeholders
- Identifying messages that work
- Reaching the people who can effect change
- Practice your arguments
- Slides are available:

<https://www.repository.cam.ac.uk/handle/1810/269325>



Identifying targets



Image: Flickr, On Target [vizzual.com](https://www.vizzual.com) CC-BY 2.0

Targets

- Undergraduates
- PhDs
- PostDoc/ECR
- Principal Investigators
- University Administration
- Funders
- Government

Where is the greatest bang for buck?

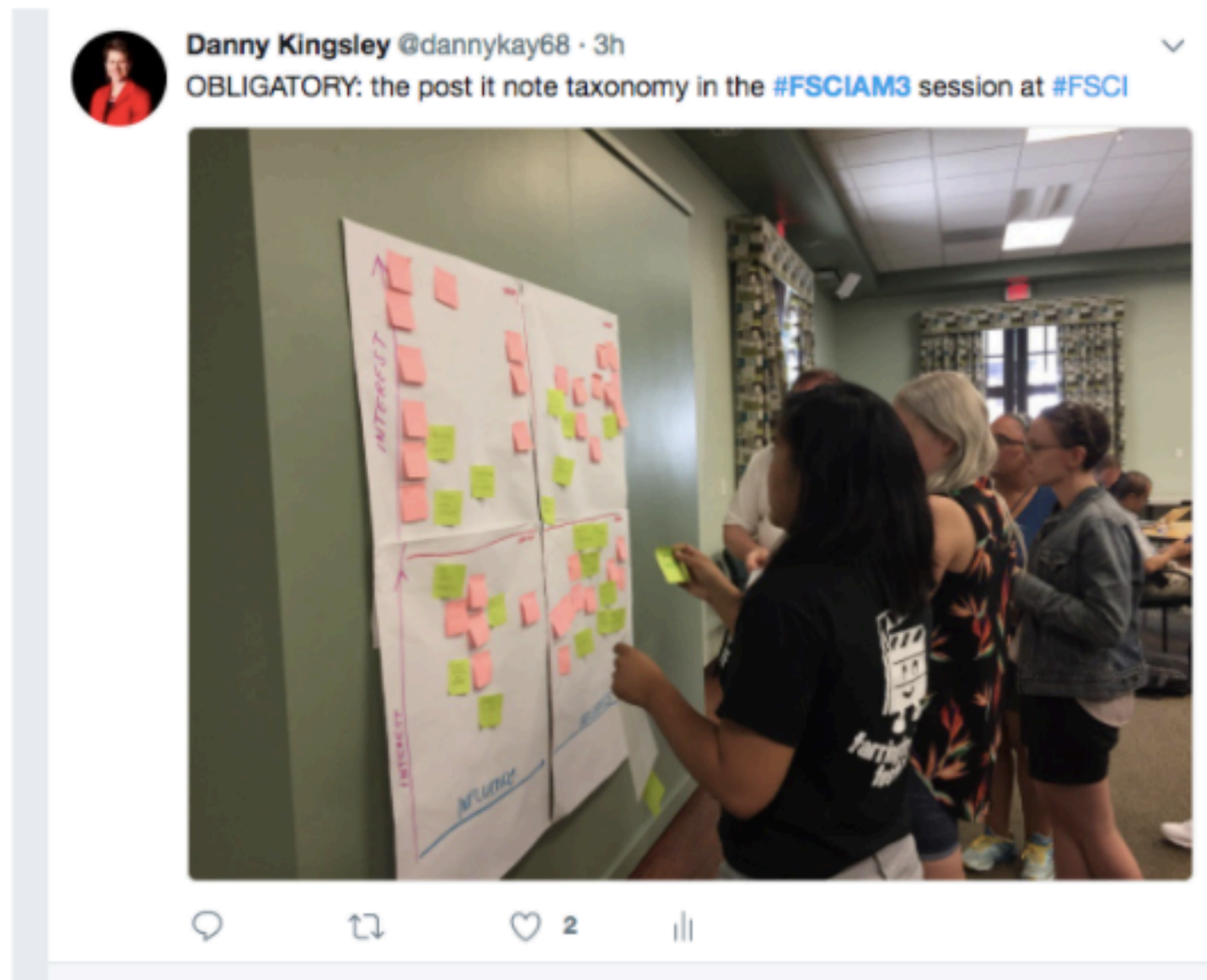
- Who/what is paying your salary? This changes the equation
 - How receptive are the audience?
 - How ‘productive’ are the audience?
 - How influential are the audience?

Perspectives differ

Target group	Receptive	Bang for buck?
Undergraduates	Medium – open to sharing concept. But is abstract	Vast majority walk away from university
PhD students	High	In reality most won't continue in academia. Not big publishers
PostDocs	High	Publish some work, but many will have moved on before next REF
PIs	Marginal	Should be primary focus-high publication and REFable
University Administrators	Marginal	If message heard then big effect on institution
Funders	Medium	Big effect on whole sector
Government	Medium	Big effect on whole country

Useful exercise

Day 2 - Stakeholder Mapping



"Building an open, information rich institution" five day workshop
FORCE11 Scholarly Communication Institute, San Diego, USA 31 July - 4
August 2017 Shared Google Drive- <https://goo.gl/Zb2zUy>

Example - Researchers

- What are the incentives to motivate faculty? How can we demonstrate benefit?
 - Try to identify those that may already be motivated
 - Find out about their motivations
 - Personal
 - External
 - » E.g. requirements from funding policies
 - » Hope for further funding
 - See whether those motivations are applicable to other faculty who are not yet engaged with OA
- Try to identify those that are not motivated
 - Do they lack information?
 - Do they simply not have or see the problem?

Stakeholder mapping

Stakeholder mapping - Day 2 - 'Building an Information Rich Institution'						
Stakeholder Name						
	A	B	C	D	E	
1	Stakeholder Name	What Is Important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Who does the stakeholder have influence over?	Engagement
2	IR Manager/ Librarian	Staff Support	Troubleshooting, experience, copyright	Lack of policies that create an exclusive digital environment; lack of skills to get IR started	Library	
3	IR Support Staff				Library	
4	Deans		Considers the opt in vs opt out options		Faculty	Find out how policy (opp of it) and his likely to assess benefits of e to the depts and admin compliance
5	Faculty Senate/Faculty Affairs	Buy-In	Encourage faculty to participate	Lack of conversation, no follow through to get IR off the ground	Faculty	
6	Individual Faculty	Learning how to read the author copyright agreement	Provide content		Library	Identify early Find and share participants early-adopt self-promotion
7	Publisher		Can create agreement to publish materials in the IR	No immediate release of materials	Library	
8	Faculty Administrative Assistants	Ease	They do the day to day work to upload the materials	Lack of time	Faculty	
9	Graduate Student Groups	Ease, Exposure/Publishing of these/research projects	Increased materials		They can influence faculty; healthy competition with Faculty	Attending g with individuals one focus o diversity of c workshops c online public materials (vi Student Res become pa
10	Scholarly Community	Access to information			Global Impact	
11	The Money Person (Budget Manager)	Making sure the work they(he/she) funded is widely public and recognised	Funding	Cut funding/ grant	Everyone	Convince m UKAID that f researches t this can be i researcher c
12						



https://docs.google.com/spreadsheets/d/1E6VLE8qf1_ch7M0dP8J2Ey_8spDZUrqnRKeUQyt8Rgc/edit#gid=83583857



Messaging



Image: Flickr, Modern Message in a Bottle [Biankicks](#) CC-BY-ND 2.0

Hitting the target

- Where is the person you want to talk to coming from?
- What are their *a priori* ideas?
- What matters to them?
- What is convincing?

Communication

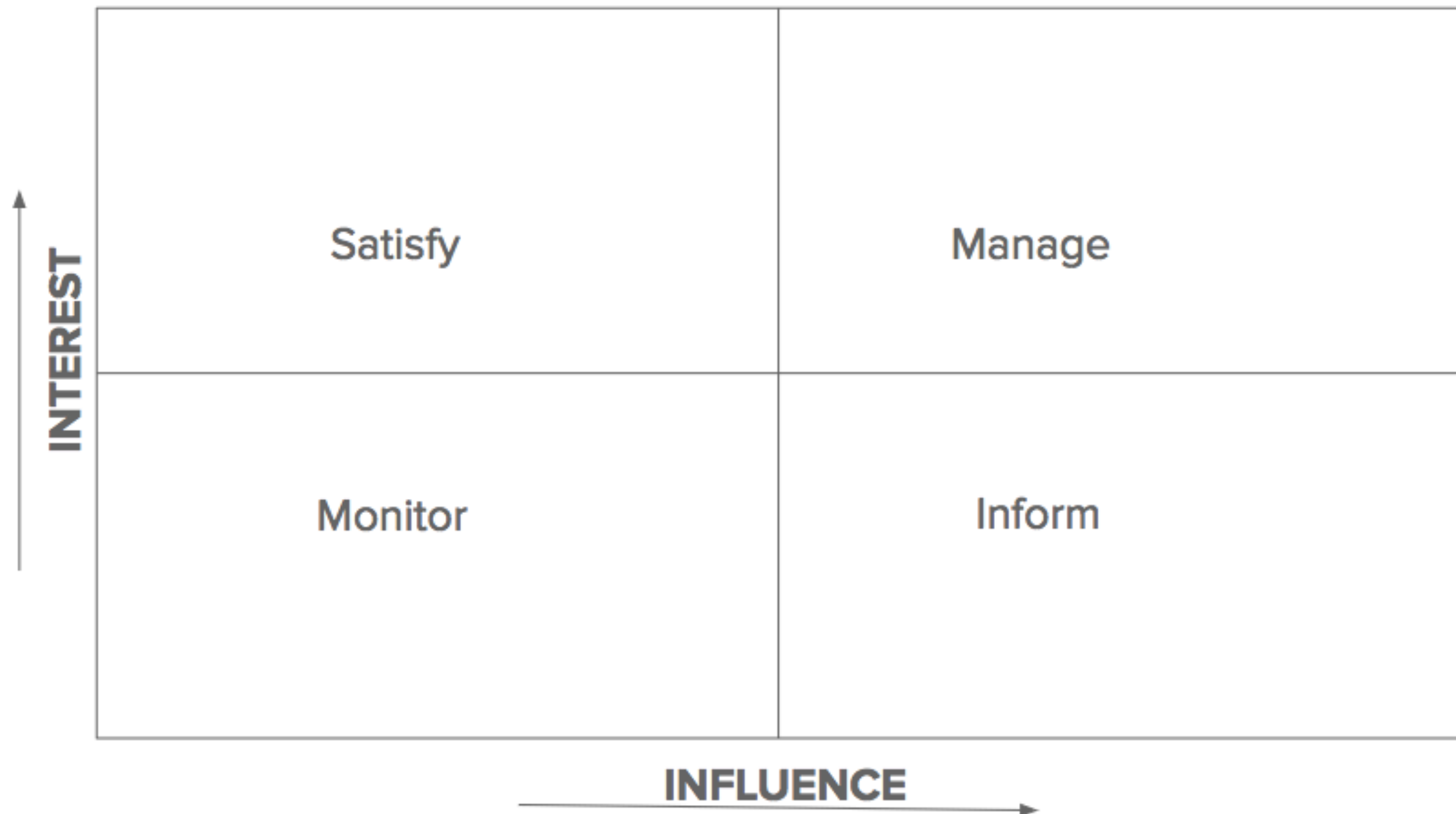
- Repeating a ‘myth’ and then explaining why it is wrong just cements the myth in a person’s mind
- Facts actually can make an impression on people. But if the facts don’t fit into someone's existing worldview, a person tends to discount the facts when it comes to decision making.
- It can be more effective to share stories than to bombard people with facts.

Who are YOU to speak of this?

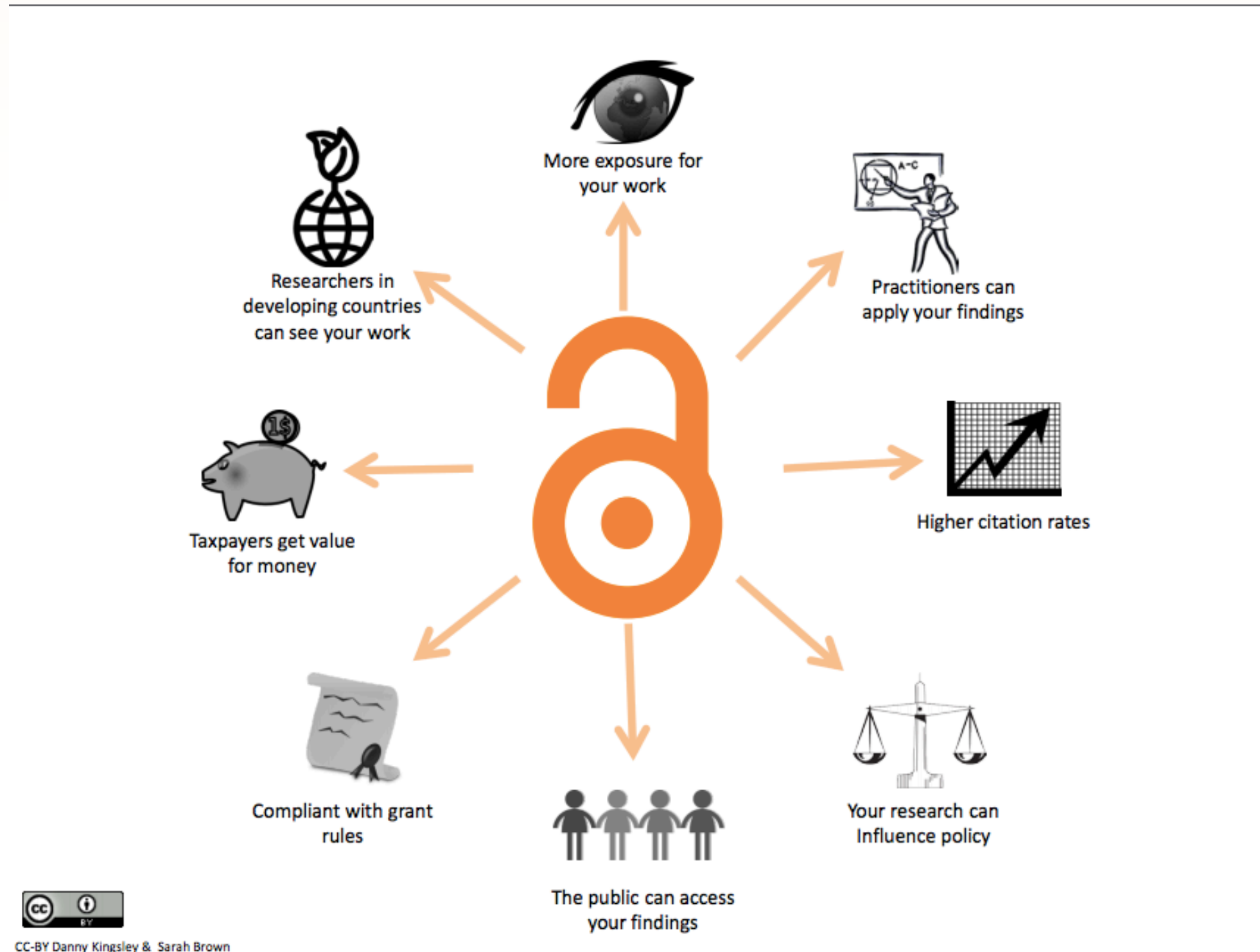
- Sometimes the messenger is the problem
- Who are the people and groups that enable or obstruct organizational change, information flow, and decisions?
- How do you influence these people?
- What is the most effective use of your time?

Which box is best?

Consider what is good bang for YOUR buck. Return on effort.



Benefits of OA



Arguments you are using

- Facts and figures?
 - Social good agenda?
 - Appealing to the ego
 - Money/costs of publishing?
-
- Where do you get the information to back these claims?

It's all about reproducibility

- The 'for the greater good' argument won't necessarily wash
- If people haven't seen this they don't believe you
- Useful video: "Scientific Ecosystems and Research Reproducibility" – Marcus Munafo, University of Bristol, RLUK 2016 (36 mins)
<https://www.youtube.com/watch?v=TD2cUYVci28>

Practise your argument

- Most objections are predictable and you can be ready

- Taxpayer argument
- Moral/Educational argument
- Labour argument
- Technological argument
- Economic/Impact argument
- Library-Economics argument
- Epistemological argument
- Media argument

MARTIN PAUL EVE

HOME ABOUT STAFF PROFILE WEB WRITINGS BOOKS OPEN ACCESS ANNOTATE/COMMENT



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- MLA CORE
- Institutional Repo
- Hypothes.is
- ORCID iD

Some of the arguments, counter-arguments, and political alignments for and against open access

As a result of a discussion today, I thought it worth writing out some of my observations/thoughts on a few of the arguments, counter-arguments, and political alignments for and against open access. What, in other words, is the scope of OA? Should it be for work for which authors cannot reasonably expect to make a remuneration by direct sales alone? Or should it be for all educational resources, since education is too valuable to have a price tag?

I am pretty sure that these thoughts have all already been thought and written about by [Peter Suber](#) in various places. But I really wanted to just gather this all together in one handy reference point, for my own clarity if nothing else. It's not comprehensive but I may expand it (last edit 2016-11-06). I make no judgement on how convincing either the argument or counter-arguments are in each case, although I make many of the arguments, but virtually none of the counter-arguments, myself. I just hear them over and over again.

The Taxpayer Argument

This argument runs that "publicly (or taxpayer) -funded research should be accessible to the public".



<https://www.martineve.com/2016/11/04/arguments-counter-arguments-and-political-alignments-for-and-against-open-access/>

Strategies for engaging senior leadership



Strategies for engaging senior leadership with RDM – IDCC discussion

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This blog post gathers key reflections and take-home messages from a Birds of a Feather discussion on the topic of senior management engagement with RDM, and while written by a small number of attendees, the content reflects the wider discussion in the room on the day. [Authors: Silke Bellanger, Rosie Higman, Heidi Imker, Bev Jones, Liz Lyon, Paul Stokes, Marta Teperek, Dirk Verdicchio]*

- Refer to doomsday scenarios and risks to reputations
- Provide high profile cases of fraudulent research
- Ask senior researchers to self-reflect and ask them to imagine a situation of being asked for supporting research data for their publication
- Refer to the institutional mission statement / value statement
- Collect horror stories of poor data management practice from your research community
- Know and use your networks – know who your potential allies are and how they can help you
- Work together with funders to shape new RDM policies







<https://unlockingresearch.blog.lib.cam.ac.uk/?p=1435>

Hopefully it won't come to this

Manchester

Manchester cancer hospital fire 'may have destroyed vital research'

Cancer Research UK institute likely to have lost millions of pounds of life-saving equipment in blaze, says its director




This article is 7 months old

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Josh Halliday North of England correspondent

Friday 28 April 2017 12:34 BST



More than 100 firefighters and 16 fire engines tackled the blaze at Christie hospital. Photograph: Paul Ellis/AFP/Getty Images

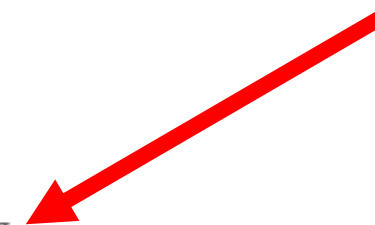
Years of research and millions of pounds of life-saving equipment are feared to have been destroyed in a devastating fire at a cancer hospital in [Manchester](#), its director has said.

Prof Richard Marais, the head of the Cancer Research UK Manchester Institute, said researchers had been able to save 25 years of clinical samples, but that other vital work was lost in the “heartrending” [blaze at Christie hospital](#).

“We’ve lost hundreds of thousands of pounds of vital reagents. We’ve probably lost a lot of small lab equipment, the small pieces where the ceiling collapsed at landed on them,” he said on Friday.

“We’ve almost certainly lost data where computers have been ruined. We’re going to go in and salvage as much of that as possible.”

An investigation has been launched into cause of the fire, which started in the



Take home message

- It is a case of horses for courses
 - Who is your audience
 - What is their motivation
 - Which arguments are likely to stick?
- Useful resources in this:
 - "Building an open, information rich institution"
five day workshop
FORCE11 Scholarly Communication Institute, San
Diego, USA 31 July - 4 August 2017 Shared Google
Drive- <https://goo.gl/Zb2zUy>

Questions/Discussion

Thanks!

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